

GRADES 6 – 8

Arizona Health Education Standard Articulated by Grade Span

STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Concept 1: Relationship between Health Behaviors and Health

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Analyze the relationship between healthy behaviors and personal health.	<i>PO.1 Describe the health benefits of eating fruits and vegetables.</i>

Concept 2: Multiple Dimensions of Health

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	<i>PO.1 Describe the body's response to stress in adolescents and its effect on overall health.</i>

Concept 3: Personal Health

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
<p>PO.1 Analyze how the environment affects personal health.</p> <p>PO.2 Describe how family history can affect personal health.</p> <p>PO.3 Analyze how food provides energy and nutrients for growth and development, that nutrition requirements vary from person to person, and how food intake affects health.</p> <p>PO.4 Analyze how physical activity contributes to disease prevention.</p>	<p><i>PO.1 Analyze how the safety of the school environment affects walking to school.</i></p> <p><i>PO.2 Describe how family history can affect personal health.</i></p> <p><i>PO.3 Analyze and practice making healthy food choices including planning and preparing snacks and meals, assessing personal needs, and applying strategies to reach personal nutrition goals.</i></p> <p><i>PO.4 Describe health issues that are affected by physical activity and why.</i></p>

Concept 4: Prevention of Injuries and Health Problems

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
<p>PO.1 Describe ways to reduce or prevent injuries and other adolescent health problems.</p>	<p><i>PO.1 Describe how tobacco use prevention can reduce or prevent adolescent health problems.</i></p>

Concept 5: Use of Health Care

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
<p>PO.1 Explain how appropriate health care can promote personal health.</p>	<p><i>PO.1 Explain how regular physicals and vision/dental checkups can promote personal health.</i></p>

Concept 6: Healthy vs. Unhealthy Behaviors

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Describe the benefits of and barriers to practicing healthy behaviors.	<i>PO.1 Describe the benefits and barriers to eating a healthy diet.</i>
PO.2 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	<i>PO.2 Examine the likelihood of injury or illness if engaging in alcohol, tobacco and other drug use.</i>
PO.3 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	<i>PO.3 Examine the potential health risks associated with physical inactivity and poor dietary habits.</i>

STRAND 2: Analysis of Factors Affecting Health Behaviors

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Concept 1: External Influences on Personal Health

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Examine how the family influences the health of adolescents. PO.2 Describe the influence of culture on health beliefs, practices, and behaviors. PO.3 Analyze how peers influence healthy and unhealthy behaviors. PO.4 Analyze how the school and community can affect personal health practices and behaviors. PO.5 Analyze how messages from media influence health behaviors. PO.6 Analyze the influence of technology on personal and family health.	<i>PO.1 Examine how the family influences meal patterns and body image. PO.2 Describe how cultural beliefs influence body image and health risks. PO.3 Examine how peer meal patterns and eating behaviors influence body image and health risks. PO.4 Analyze how the school and community food environment influence access to healthy food. PO.5 Analyze how the media influences thoughts, feelings, and health behaviors related to meal patterns and eating behaviors. PO.6 Analyze the influence of technology on prevention of injuries.</i>

Concept 2: Internal Influences on Personal Health

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Explain how the perceptions of norms influence healthy and unhealthy behaviors. PO.2 Explain the influence of personal values and beliefs on individual health practices and behaviors. PO.3 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	<i>PO.1 Explain how perception of body image influences healthy and unhealthy eating patterns. PO.2 Explain the influence of personal values and beliefs on physical activity. PO.3 Describe how dieting and disordered eating can influence the likelihood of unhealthy behaviors.</i>

Concept 3: Influence of Public Policy on Health

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Examine and explain how school and public health policies can influence health promotion and disease prevention.	<i>PO.1 Examine and explain how school and public wellness policies can influence health promotion and disease prevention.</i>

STRAND 3: Access to Health Information, Products, and Services to Enhance Health

Students will demonstrate the ability to access valid information, products, and services to enhance health.

Concept 1: Knowledge of Sources of Help

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Analyze the validity of health information, products, and services.	<i>PO.1 Recognize when health information is accurate.</i>

Concept 2: Accessing Help

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Access valid health information from home, school, and community.	<i>PO.1 Distinguish between a valid and non-valid internet health information source.</i>
PO.2 Determine the accessibility of products that enhance health.	<i>PO.2 Compare and contrast generic and name brand health products.</i>
PO.3 Describe situations that may require professional health services.	<i>PO.3 Identify situations that require a trip to the doctor.</i>
PO.4 Locate valid and reliable health products and services.	<i>PO.4 Examine the pros and cons of energy drinks and their effect on personal health.</i>

STRAND 4: Use of Interpersonal Communication Skills to Enhance Health

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Concept 1: Communication to Enhance Health

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Apply effective verbal and nonverbal communication skills to enhance health.	<i>PO.1 Demonstrate verbal and nonverbal ways to decline alcohol.</i>
PO.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.	<i>PO.2 Demonstrate effective ways to say no when offered tobacco products by peers.</i>

Concept 2: Self-protection and Dealing with Conflict

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Identify effective conflict management or resolution strategies.	<i>PO.1 Identify effective peer mediation skills.</i>

Concept 3: Asking for Help

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Identify ways to ask for assistance to enhance the health of self and others.	<i>PO.1 Describe harmful situations that require assistance from an adult.</i>

STRAND 5: Use of Decision-making Skills to Enhance Health

Students will demonstrate the ability to use decision-making skills to enhance health.

Concept 1: Influences on Healthy Decision Making

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Identify circumstances that can help or hinder healthy decision making.	<i>PO.1 Identify how peers and media can influence decision making.</i>

Concept 2: Application of Decision-making Skills to Health

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Determine when health-related situations require the application of a thoughtful decision-making process.	<i>PO.1 Describe how one might decide not to smoke despite influences of peers or family.</i>
PO.2 Distinguish when individual or collaborative decision making is appropriate.	<i>PO.2 Distinguish when experiencing sadness requires support from an adult.</i>
PO.3 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	<i>PO.3 Compare the healthy and unhealthy choices related to issues such as high blood pressure, obesity, and diabetes.</i>
PO.4 Predict the potential short-term impact of each alternative on self and others.	<i>PO.4 Predict the short term impact of drug abuse and gang involvement on self and others.</i>
PO.5 Choose healthy alternatives over unhealthy alternatives when making a decision.	<i>PO.5 Discuss the outcome of choosing fruits and vegetables over high fat foods.</i>
PO.6 Analyze the outcomes of a health-related decision.	<i>PO.6 Analyze the potential outcomes of teen sexual activity or substance abuse.</i>

STRAND 6: Use of Goal-Setting Skills to Enhance Health

Students will demonstrate the ability to use goal-setting skills to enhance health.

Concept 1: Assessment of Health

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Assess personal health practices.	<i>PO.1 Assess your level of physical activity.</i>

Concept 2: Health-related Goal Setting

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Develop a goal to adopt, maintain, or improve a personal health practice.	<i>PO.1 Describe ways to get physical activities in your daily routine.</i>
PO.2 Apply strategies and skills needed to attain a personal health goal.	<i>PO.2 Describe the skills needed to attain a personal goal.</i>
PO.3 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	<i>PO.3 Describe the components of a physical activity program based on life changes.</i>

STRAND 7: Ability to Practice Health-Enhancing Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Concept 1: Personal Responsibility for Health

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Explain the importance of assuming responsibility for personal health behaviors.	<i>PO.1 Recognize the difference between a healthy vs. unhealthy snack.</i>

Concept 2: Healthy Practices and Behaviors

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of-self and others.	<i>PO.1 Demonstrate good decision making skills related to behaviors that can cause oral health problems (e.g., mouth piercing, tobacco use).</i>
PO.2 Demonstrate behaviors that avoid or reduce health risks to self and others.	<i>PO.2 Examine the effects of alcohol use.</i>

STRAND 8: Ability to Advocate for Health

Students will demonstrate the ability to advocate for personal, family, and community health.

Concept 1: Personal Advocacy

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 State a health enhancing position on a topic and support it with accurate information.	<i>PO.1 Explore dangers of steroid use.</i>
PO.2 Demonstrate how to influence and support others to make positive health choices.	<i>PO.2 Recognize the safe use of technology including social networking websites.</i>

Concept 2: Collective Advocacy

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Demonstrate how to work cooperatively to advocate for healthy individuals, families, and schools.	<i>PO.1 Describe the benefits of community volunteering in health related organizations, e.g., Heart Association.</i>

Concept 3: Tailoring Advocacy Message to Audience

<u>Performance Objectives</u>	<u>Examples</u>
<i>Essential Outcomes:</i>	
PO.1 Identify ways in which health messages and communication techniques can be altered for different audiences.	<i>PO.1 Distinguish between positive and negative health product advertising.</i>